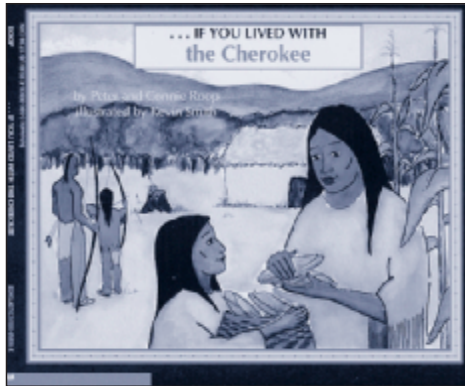


# ...If You Lived With the Cherokee



by Peter and Connie Roop  
genre: social studies nonfiction

**Level Q**

**Summary** This book provides answers to questions about everyday life among the Cherokees from 1740 to 1838. It also describes the Trail of Tears: the forced exodus of the Cherokees from Tennessee to Indian Territory in the Southwest.

## Background Information

The Cherokee people suffered even before the Trail of Tears. Seventy-five percent of the population died from diseases introduced by the party of the Spanish explorer DeSoto in 1540. Smallpox epidemics in the 1700s killed half of the population at that time.

Today, over 300,000 Americans identify themselves as Cherokee. Of these, about 15,000 are full-blooded Cherokee. By some measures, the Cherokee people represent the largest Native American group today.

For more information, see the National Museum of the American Indian's web site at [www.nmai.si.edu](http://www.nmai.si.edu).

## Supportive Text Features

The question-and-answer format of this book helps students identify the main idea and focus on the purpose for reading each section. The author's use of the pronoun *you* helps students imagine what they might see and experience if they were members of the tribe. Concrete and colorful watercolor illustrations further aid students in understanding the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 48 of the *Guided Reading Teacher's Guide*.

## Challenging Text Features

Without prior knowledge of historical events that occurred between 1620 and 1861, students may find the time line on page 8 irrelevant or confusing. Supporting the time line with photographs of white settlers from each time period or explanations of the historical events may help students put the events in perspective.

The first paragraph on page 6 may also prove to be daunting. The sentences contain difficult concepts—such as "the Principal People"—and names of tribes that students may not be familiar with. Discuss difficult concepts.

## Comprehension Strategies

### Recognizing Cause/Effect

Remind students that an effect is an event that happens. A cause is the reason why the event happens. An effect can have more than one cause. An effect can also cause something else to take place.

- First, let's think about one cause and effect. Sequoyah created the Cherokee written language. Something happened that caused Sequoyah to want to do that. What was it?
- The Cherokees made their homes in the Smoky Mountains. What caused the white settlers to want their land? What happened as a result of the white settlers wanting their land? Why do many Cherokee live in Oklahoma today?
- Find another cause-and-effect relationship in the book. Which event is the cause? The effect?

### Summarizing

When we summarize, we tell the most important ideas about a passage. A summary is usually two or three sentences long.

- Look at the question on page 6. What information from the next three pages would you use to write an answer for the question?
- On page 9, the question asks how you would look. Your answer would depend on whether you're a girl or a boy. What answer would you give as a summary?
- Read the question on page 50. What sentences from the text are most important? How could you use them to create a summary?

## Phonics and Word-Solving Strategy

### Reading Unusual Language

Point out that unusual words, such as those of another language, are often printed in italics, or slanted type.

- Have students look for the Cherokee words on page 16 and find the meaning for each word.
- Explain that they can read these words phonetically by dividing them into syllables, just as they decode English words they know.

- Have students make a list of Cherokee words they find in the book. They can write definitions for each word.

## Oral Language/Vocabulary

- Ask students to brainstorm things that make one culture different from another. Guide them to think of examples that address areas such as food, art, language, history, and religion. You may wish to record their ideas on a web as they describe some of these characteristics.
- Have students choose the most interesting fact they learned about the Cherokee and retell it to the class.

## Extending Meaning Through Reading and Writing

- Have pairs of students choose one of the questions from the table of contents. Then have them write a summary and illustrate it. Combine students' summaries in a book entitled "If You Lived With the Cherokee." (**Expository**)
- Have students imagine they are a Cherokee girl or boy. Invite them to write a story that tells about a problem they have one day and how they solve it. (**Narrative**)

## Fluency Practice

**Record**—or have fluent readers record—a question and answer from the book. For the first reading, students should follow along with the tape, pointing to each word as they hear it. Then have students try to read along with the tape. Students should continue in this way until they can read the chapter independently.